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A PERSONNEL STUDY OF THE FRESHMAN CLASS OF

PRAIRIE VIEW COLLEGE 1930 - 1931

by

Agness Belle Rogers

An Undergraduate Thesis Submitted to the Faculty of the

School of Arts and Sciences

Prairie View State College

Prairie View, Texas

In Partial Fulfillment of the Requirement for the Degree

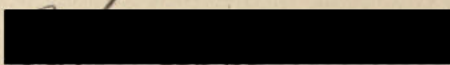
of

Bachelor of Science in Education

April 15, 1931

and

Accepted on the Recommendation of


Professor of Education

The specific purpose of this little study of the background of our students is to furnish information. Outline will serve as a guide in revising and improving the curriculum of our High Schools as well as our colleges.

I The purpose of the study

A. Method of collecting the data

II A comparative study of the freshman boys and girls

III Conclusions and suggestions.

A questionnaire was distributed to the purpose of gathering facts relative to the freshmen's background. The entire class was assembled in the college auditorium and at the request of the chairman of the class, the questionnaires were filled.

A large tabulation sheet was constructed and appropriate headings assigned for the purpose of tabulating and classifying the data. The following is a list of headings under which the data have been tabulated:

1. Total number of girls, 2. Age median, 3. Married or single,
4. Separated from husband, 5. Parents dead, 6. Father married, 7. Girls married, 8. Girls members of lodges, 9. Graduates of various high schools,
10. Activities engaged in outside regular class, 11. Work done by girls for pay, 12. Communities to which girls belong, 13. Girls who must earn all of their support, 14. Girls who expect to earn one hour per day,
15. Girls who are employed at present, 16. Athletics engaged in by girls while in high school, 17. Girls who play piano and sing, 18. Books read by girls, 19. Magazines read by girls, 20. Magazines taken in home of girls, 21. Things that influenced girls to come to college, 22. That they regretted

A PERSONNEL STUDY OF THE FRESHMAN CLASS OF

PRAIRIE VIEW COLLEGE 1930 - 1931

The specific purpose of this little study of the background of our students is to furnish information that will serve as a guide in revising and improving the curricula of our High Schools as well as our colleges. In addition to supplying this need, it is quite obvious that many other valuable results in the entire field of personnel problems might be expected to accrue from the investigation.

A questionnaire was devised for the purpose of gathering facts relative to the freshman's background. The entire class was assembled in the college auditorium and at the request of the advisors of the class, the questionnaires were filled.

A large tabulation sheet was constructed and appropriate headings assigned for the purpose of tabulating and classifying the data. The following is a list of headings under which the data have been tabulated:

1. Total number of girls,
2. Age median,
3. Married or single,
4. Separated from husband,
5. Parents dead,
6. Father insured,
7. Girls insured,
8. Girls members of lodges,
9. Graduates of various high schools,
10. Activities engaged in outside regular class,
11. Work done by girls for pay,
12. Organizations to which girls belong,
13. Girls who must earn all of their support,
14. Girls who expect to work one hour per day,
15. Girls who are employed at present,
16. Athletics engaged in by girls while in High School,
17. Girls who play piano and sing, etc.,
18. Books read by girls,
19. Magazines read by girls,
20. Magazines taken in homes of girls,
21. Things that influenced girls to come to college,
22. What they expect to

get from college, 23. Occupation of girl's fathers, 24. Education of girls' mothers, 25. Education of girls' fathers, 26. Colleges their fathers attended, 27. Occupation of girls' mothers, 28. Colleges attended by mothers, 29. Schools brothers and sisters attended, 30. Places visited by girls, 31. Occupations chosen by girls, 32. Why they made these choices, 33. What influenced the choices, 34. Parents owning their own homes, 35. Additional property, 36 Automobiles.

The same procedure when considering the boys, but the number of girls (191) in the class exceeded the number of boys (86) by approximately 105. The age median being 19.38 for the latter, and 18.55 for the former. This table indicates the number of pupils married. The Range of years and Those separated according to sex.

	: Married	: Years	: Number Separated
	:	: 2 months	:
Girls	: 4	: to 2 years	: 3
	:	:	:
Boys	: 1	: 2 years	: 1

Perhaps it would be of interest to reveal the fact that 22 of the 191 girls' parents are separated, and in most case of separation, the girls are distributed as follows: four live with aunts, and one with grand-parents. Thirty-three are fatherless girls whereas twenty four are motherless. In one case, the child does not know whether the father is dead or alive, but the mother is dead and the girl lives with guardians. There are six girls who are without either father or mother.

When considering the boys, one lives with his father, one with his grand-father, one with his aunt and two with their mothers. There are only four boys who are without both father and mother, eleven motherless and thirteen fatherless.

Indicating Insurance and Fraternal membership of Fathers.					
	No. insured	Straight Life	Sick & Accident	Membrs. of Frats	
GIRLS	95	44	8	77	
BOYS	43	22	6	34	

Membership In Insurance and Frats according to sex.					
	No. Insured	Straight Life	Sick & Accident	Members of Frats	
GIRLS	110	85	5	69	
BOYS	36	22	3	34	

The tendency here is that more of the parents of the girls are insured, and in a like manner, more of the girls are insured than boys.

The table on the following page shows the number as well as the geographical location of the school from which the freshmen came, according to sex, of course.

Name of School	Location	No. Girls	No. Boys.
Charlton-Pollard	Beaumont, Texas.	16	2
Booker T. Washington	Houston, "	13	
Phyllis Wheatly	Houston, "	8	
Jack Yates	Houston, "	8	3
Douglas High	San Antonio, "	4	
Nacogdoches	Nacogdoches, "	6	2
Prairie View	Prairie View, "	23	10
Fort Worth	Fort Worth, "	7	5
Dunbar High	Mexia, "	4	2
Guero High	Guero, "	4	
Hebert High	Beaumont, "	5	
Hempstead High	Hempstead, "	4	4
Navasota High	Navasota, "	4	2
Powell Point	Kendleton, "	7	
Central High	Galveston, "	3	2
Booker T. Washington	Dallas, "	4	2
Houston County	Crockett, "		6
Jackson High	Corsicana, "		3

From all indications Prairie View and Beaumont have furnished the greatest number of freshman girls, whereas in a like manner, Prairie View and Crockett have furnished the most boys.

In answer to the questions of Extra-curricula Activities the girls listed the following: 18 preferred athletics, 3 sewing, and athletics, 4 Girl Reserve, 4 athletics, speaking, dancing, debating, music, oratory and choral club; 3 sewing, reading and athletics; 8 sewing and work; 7 movies and athletics, reading and athletics; 11 reading; 17 dramatics and debate; 2 dramatics; 2 music, singing and chorus;

music and gardening 1; athletics and school paper 1; singing and dancing, 5; and cooking 4.

The things the boys prefer doing out of class are: 11. desire work, 36 athletics, 4 athletics and reading, 6 athletics and work, 5 debate, 3 glee club and athletics, 3 music, 3 debating and public speaking, 1 dramatics, 3 reading and 1 work, read, 6 athletics and work, socialize and show.

There seems to be a wider variation in the Extra curricula activities of the girls, as compared with the boys. There is a tendency on the part of both boys and girls to not only seek but find employment in the vacation. Work done for pay among these freshmen girls is seen in the following: 8 did office work, 24 house work, 29 were maids, 6 were waitresses, 5 played for churches, 9 were laundresses, 20 were cooks, 4 sewed, 11 were clerks, 14 were nurses, 2 tailored, 4 picked cotton, 5 worked in cafes, 2 were music teachers, one was an usher, 2 maids in beauty parlors, one secretary, one worked in a canning plant, one a substitute teacher, one did library work, one worked in a print-shop and one a clothes checker. It might be interesting to mention the fact that sixty five of the thirty four percent have done no work for pay.

We would rather think of boys being employed to a greater degree than girls, but according to these data girls work just as frequently as boys. Two boys do public work, 17 are waiters, 15 are farmers, 5 are yard boys, 25 porters and delivery boys, 1 is a coke cleaner, 1 employed at a box factory, 5 are clerks, 4 chauffeurs, 4 carpenters, 2 truck drivers, one is a Pullman Porter, one is a soda jerker, 3 are cleaners and pressers, 9 are janitors, 6 Barber shop and shine boys, one is a Black smith, one does auto repairing, one an undertaker,

3 bus boys, one does interior repairing, 3 are musicians, two Bell boys, 2 plasterers, 2 are house boys, 2 red caps, 2 dairymen, one is an engineer, 2 concrete workers, one a paper boy, one employed at a bottling works, one an agent, 2 are cooks, 2 shoe makers, and 13 are common laborers.

The following chart shows the membership in organizations, according to sex.

Name of Club	No. of Girls	No. of Boys.
Y.W. and Y.M.C.A.	66	26
Dramatic Clubs	20	2
Music Clubs.	4	4
English Clubs	4	
Music and English Clubs	1	
4-H Clubs	10	6
Social Clubs	35	6
Queen Ester	4	
Choral Club	24	4
Epworth League	3	
Mathematics Club	2	
Latin Club	3	
Spanish Club	1	1
French Club	1	
School Club	5	
Pep-Squad	20	3
Literary Club	15	
B.Y.P.U.	17	
Community Center	2	
Sunday School	9	4

Name Of Club	: No. of Girls : No. of Boys.	
Debating Club	4	3
Science Club	7	2
Choir	10	
Glee Club	16	5
Sewing Clubs	2	
Tuskegee Club	1	
White Rose Club	3	
County Club	1	
H1 "Y" Club	1	2
Athletic Club	8	6
Class Organizations	8	6
Student Paper	4	3
N.A. A. C. P.	1	
No Club Membership	26	
Camp Fire Girls	2	
Leagues		5
Agricultural Clubs		4
R.F.T. Club		2
Mathematics		2
Boy Scouts		2

There are (8) eight girls and (6) six boys who expect to do one hour of work per day; (11) eleven girls and (19) nineteen boys who expect to do 2 hours of work per day and (2) two girls and (29) twenty-nine boys who expect to do more work, whereas, there are (23) twenty-three girls and (34) thirty-four boys working at the present, and (18) eighteen girls and (30) thirty boys who are not working but say that they need employment. True, but very sad to say, some of our freemen have

A great number of our freshmen prove to be leaders just as a large percentage prove to be good followers. In these particular clubs previously charted there are 23 boys that are Presidents; 9 Vice Presidents; 8 Secretaries; 9 Treasurers; 3 Captains; 1 a Superintendent of Sunday School; while sixteen hold no office, and 2 belong to no clubs.

When comparing the leadership of the girls with that of the boys, we find 25 freshmen girls holding no offices in these organizations, 33 Presidents, 23 Vice Presidents, 22 Secretaries, 34 Treasurers, 8 Pianists, 3 Sunday School Teachers, 2 Chaplains, 5 Committee members, 2 Associate Editors of Annuals and School Papers, one Editor in Chief, 2 Reporters, 5 Critics and 2 Sergeant-at-arms.

The tendency for leadership is more apparent among the girls of this particular class.

A large number of the students in school are supporting themselves. Seemingly cases of these sorts would result in discouragement, but when these particular freshmen were asked the question, "How many of you must earn all of your support?" , one girl and eight boys responded affirmatively. (10) Ten girls and (20) twenty boys must earn all of their support, (35) girls and (29) twenty nine boys must earn some of their support and (102) one hundred and two girls and (18) eighteen boys earn none of their support.

There are (8) eight girls and (6) six boys who expect to do one hour of work per day; (11) eleven girls and (19) nineteen boys who expect to do 2 hours of work per day and (2) two girls and (29) twenty-nine boys who expect to do more work, whereas, there are (23) twenty three girls and (34) thirty four boys working at the present, and (18) eighteen girls and (30) thirty boys who are not working but say that they need employment. True, but very sad to say, some of our freshmen have

been forced to leave school this year because of the economic depression.

We have athletes in this class from both sexes. Seemingly the girls make the best showing, if considered comparatively.

There were one hundred nineteen girls (119) and thirty-five (35) boys engaged in basket-ball while they were in High School, twenty-seven (27) girls and four (4) boys in tennis, fourteen (14) girls, and one boy in volley-ball, twenty-five (25) girls and twenty-seven (27) boys in base-ball, five (5) girls in croquet, two (2) boys in track, and three (3) girls and thirty-six (36) boys in foot-ball. These facts alone will perhaps account for Prairie View's low morbidity rate especially this year, for there is a direct correlation between athletics, fresh air, exercise and health.

Even though these activities were engaged in by both sexes in High School, eighty-one girls and thirty-three boys expected to find basket-ball in college, sixty-nine girls and six boys, tennis, sixteen girls and one boy volley ball, thirty-two boys base-ball, thirty-seven boys foot-ball, two boys track, twenty boys expected to find no athletics, as compared with thirty-six girls who do not intend to engage in any sports afforded.

These freshmen prove musical also, for fifty-nine girls and six boys play the piano, ninety-four girls and thirty-four boys sing, one girl and two boys play violins and seven boys and one girl play ukeleles. There are also seven male saxophone players, two male clarinetists, four cornetists, one boy who plays a drum, one a trombone and one a banjo.

There are other types of amateur artists in this group also, for twenty-four girls and nineteen boys draw also and seventeen paint.

This particular group keeps well informed with respect to current literature and read many good books. Chief among these are "Ivanhoe," boys six, girls three; "Evangeline," boys seven, girls twenty-two;

"House of Seven Gables", girls sixteen, boys eight; "Uncle Toms' Cabin", boys seventeen, girls thirty six; "The Man Without a Country", girl eleven, boys eleven; "Treasure Island," boys fifteen, girls seventeen; "Shakespeare", boys twenty, girls ninety eight;. There are twenty five girls who have read Longfellow's work, twenty two girls who have read Pilgrim's Progress, eighteen girls "The Tale of Two Cities", thirteen girls "The Scarlet Letter", ten girls "Ben Hur", three the "Bible", three girls "Up From Slavery", one girl The Life of Booker T. Washington, one girl "What the Negro Thinks", one girl the Veiled Aristocrat, one girl the "Fire and The Flint", two hundred seventy five girls miscellaneous Novels, and classical and current fiction and 8 girls and nine boys have not read any books at all. The question of how the latter have been able to advance to such a grade without reading a book is forever present in our minds. We would probably answer that these students are the dull and retarded ones also, for the bright students are frequently the ones who read most.

Although there has been a comparison made of the books read by both sexes, we might conclude then that with respects to the books read by both, the girls make the best showing, and also have read a greater variety of books. We must be optimistic to the extent though, that we must attribute this fact to the condition that the girls have more leisure than the boys, or the difference in the range of magazines and books in their various homes.

The magazines read are as follows: "Literary Digest", boys 31; girls 72; Popular Science, boys thirteen; "True Story", girls forty one, boys eleven; "Progressive Farmer", boys six; Popular Mechanics, boys eight; Saturday Evening Post, boys seven, girls nine;

"Crisis", boys three, girls twelve; "Ladies Home Journal", girls fifty-four; "Good House Keeping" girls fifteen; "Liberty", girls ten; "Household", girls thirteen; "Hollands", girls six. Most of these magazines are taken at the homes of these particular freshmen.

I guess we wonder now, just why these freshmen are here, or what influenced them to come to college. These freshmen answered that question in this manner: parents, boys thirty, girls eighty; other relatives, boys six, girls eleven; visits of school representatives, boys six, girls ten; advertisements, girls one, boys one; need of a higher education, boys six, girls ten; a desire to serve, boys one, girls ten; economic independence, boys 3, girls 4; own influence, boys four; a desire for an education, boys eight, girls nineteen; want to be somebody, girls one; only lazy people go to college, girls one; a desire to lead, a desire for knowledge, was inspired by visits to Prairie View to attend Farmer's Conference; to develop personality, and for mental development, 1 boy each; for a vocation 3 and two boys to prepare for life.

The girls expected to get the following things from college: knowledge, 23; learn a vocation, 17; degrees, 9; for an education, 68; best it offers, 4; better understanding of life, 5; information, 1; all worth while, 4; social development, 2; preparation for life, 3; better personalities, 3; certification, 5; way to live, 2; and preparation for service, 1: As compared with the boys who expected to follow, knowledge, 5; vocational training, 9; best it offers, 1; requirement and a trade, 1; all worth while, 2; an education that will help me do the work that I appreciate, 1; preparation for life, 2; and an easy way to live; what I put into it; to develop thinking, 1; and a foundation for life, 1 each.

It has been said by some educators that there is a direct relationship between the occupation of the parent and the scholastic standing of the student or the child of the parent. This particular maintenance is of course condemned as well as extolled by others. The occupations of the fathers of the freshmen girls center around teaching, farming, samplers, common laboring, ministering, undertaking, meat marketing, dairying, carpentering, portering, tailoring, clerking, cooking, real-estate, business men, workers for the rail-road, mail carriers, barbers, black-smiths, government meat inspectors, furniture repairers, principals of schools, Pullman portering, refinery and boiler-helpers, electricians, railway mail clerks, musicians, cotton jammers, packers, cafeteria workers, mail messengers, janitors, grocers, break-men, interior decoration, ranchers and cotton samplers.

The occupations of the boys' fathers are: teaching, common laboring, farming, portering, rail-way mail clerk, contracting, bank messengers, mail carriers, city draymen, miners, cafe proprietors, businessmen, cotton samplers, lawyers, blacksmiths, and public workers; barbers, insurance men, boiler makers, janitors, wood yard proprietors, switchmen, truck drivers, teachers and farmers and dairymen, musicians, managers of community centers and carpenters.

The occupation of the girls' and boys' mothers are a bit different, for the occupation of the former are: laundresses 4; farmers 14; teachers 18; laborers 14; seamstresses 15; cooks 9; hair dressers 2; maids 3; hotel maids 2; house cleaners 2; grocers 2; poultry raisers, nurses and embalmers, one each; as compared with the latter whose occupations center around teaching 9, cafe operators 3, district missionaries 2, hair dressers 2, janitors 1, poultry raisers 1, farmers 16, cooks 7, seamstresses 3, maids 3, and laborers 1.

There is a smaller variety of occupations among the girls and boys mothers than among the boys and girls fathers.

Chart showing the schooling of the girls' fathers.

No. of Parnts:	Elementary:	No. of Parnts:	High Schools:	No. of Parnts:	College:	Name of College attended:	No. of Parents.
						Prairie View	5
						Samuel Houston	2
6	4th.grd.	2	1st.yr.	4	1yr.	Tuskegee	5
						Wiley	1
7	5th.grd.	5	2nd.yr.	4	2yrs.	Lincoln	1
						Paul Quinn	2
12	6th."	8	3rd."	4	3 "	Philander Smith	1
						Central Texas	1
						Seguin	1
15	7th. "	33	4th.yr.	11	4 "	Coleman	1
			can't			Meharry	1
33	8th."	5	read			Langston	1

Chart showing the education of girls' mothers.

No. of Parnts:	Elementary:	No. of Parnts:	High Schools:	No. of Parnts:	College:	Name of College attended:	No. of Parents.
						Mary Allen Seminary:	5
3	4th.grd.	6	1st.yr.	10	1yr.	Wiley	2
						Bishop	3
						Prairie View	12
4	5th.grd.	8	2nd.yr.	9	2yrs.	Guadalupe	2
						Wilberforce	1
11	6th.grd.	11	3rd.yr.	4	3yrs.	Tillotson	1
						Tuskegee	1
13	7th.grd.	35	4th.yr.	12	4yrs.	Central College	1
						Paul Quinn	1
			can			Seguin	1
38	8th.grd.	3	not			Straight	1
			read.			Sam Houston	1

The brothers and sisters of the boys attended Prairie View (5),

Wiley, (2), Bishop (2), Guadalupe, (1), Samuel Houston, (1), Paul

Quinn, (1), Langston, (1), Wiley, (1), Tillotson, (1), Wilberforce, (1).

Mary Allen Seminary, (1), Howard, (1) and Texas College, (1).

The brothers and sisters of these girls have attended
Prairie View, Wiley, Bishop, Tuskegeee, Fisk, Langston, New Orleans,
Paul Quinn, Southern, Wilberforce and Michigan.

Chart showing the education of boys fathers.

No. of Parnts:	Elemen- tary:	No. of Parnts:	High School:	No. of Parnts:	Col- lege:	Name of College attended	No. of Parents.
6	4th.grd.	2	1st.yr.	0	1yrs	Prairie View	8
2	5th.grd.	4	2nd.yr.	4	2yrs.	Texas College.	1
6	6th.grd.	3	3rd.yr.	3	3 yrs	Bishop	3
1	7th.grd.	8	4th.yr.	15	4yrs.	Paul Quinn	4
			can not:			Harvard	
21	8th.grd.	8	read.			University.	1

Chart showing the education of boys' mothers.

No. of Parnts:	Elemen- tary:	No. of Parnts:	High School:	No. of Parnts:	Col- lege:	Name of College attended	No. of Parents.
						Prairie View	11
2	4th.grd.	13	1st.yr.	1	1 yr.	Bishop	3
5	5th.grd.	6	2nd.yr.	4	2 yrs	Wiley	1
5	6th.grd.	4	3rd.yr.	5	3 yrs	Texas College	1
						Paul Quinn	1
6	7th.grd.	20	4th.yr.	6	4 yrs	Samuel Houston	1
15	8th.grd.					Mary Allen Seminary:	1

The brothers and sisters of the boys attended Prairie View,(31)
Wiley, (2), Bishop (2), Guadalupe, (1), Samuel Houston, (1), Paul
Quinn, (1), Langston, (1), Fisk, (1), Tillotson, (1), Morehouse, (1),
Mary Allen Seminary, (1), Howard, (1) and Texas College, (1).

Chart showing the church membership of the freshman class.

Name of Church	No. of Boys.	No. of Girls.
Baptist	57	124
Methodist	16	49
Christian	3	3
Church of God		4
Catholic	1	9
Bohero Chapel	1	
No Religion	9	4

and New York, West Virginia, Illinois, Missouri, Mississippi, Kansas and Oklahoma City. It is well recalled, it has been once brotherly stated that you may become educated by travelling as well as by being educated to educational training. It will probably interest you to know that all girls have not traveled at all. Probably the trip to Fort View was the genesis of their travels.

The parents of many students were worth while talent and initiative by making the sad and terrible mistake of forcing or attempting to dictate to their children what occupations their children will pursue.

Eight freshmen girls parents wanted them to teach and they wanted to do something else; two girls preferred a business course; two commercial course; one a county demonstrator; two mechanics; two nurses; one pianist and typist; one a doctor; and 144 parents gave the girls the privilege to choose their occupations and agreed to their choice.

Twenty girls chose home economics teaching; seventeen nurse training; eighty nine teaching; five nursing; five music; two Commercial work; five stenographing work; four mechanics; one Demonstrator; five business courses; and one each chose pianist, typist, office worker, county agent.

Even though education is being pursued, religion and church membership is not neglected, in the Baptist church especially.

There^{are} also 119 girl and 59 boy public speakers in this group.

This training in Public school speaking, as is very evident was recieved in High School and Prairie View College now offers special courses along this line to make more efficient orators, public speakers, and debaters.

We might attribute some of the brilliancy among these freshmen to their having travelled extensively. Most of them have only travelled to Texas cities but forty five girls and twenty boys have been fortunate enough to travel outside of the state to such localities as: California, Chicago, Oklahoma, North Carolina, Louisiana, Detroit, Arizona, Arkansas, New York, West Virginia, Illinois, Missouri, Mississippi, Kansas and Oklahoma City. If we will recall, it has been once truthfully stated that you may become educated by travelling as well as as being exposed to educational training. It will probabaly interest some to know that 11 girls have not traveled at all. Probably the trip to Prairie View was the genesis of their travels.

The parents of many students crush worth while talent and initiative by making ~~the~~ sad and terrible mistake of forcing or attempting to determine what occupations their children will pursue.

Eight freshmen girls parents wanted them to teach and they wanted to do something else; two girls preferred a business course; two a commercial course; one a county Demonstrator; two musicians; two nurses; one pianist and typist; one a doctor; and 144 parents gave the girls the privilege to choose their occupations and agreed to their choice.

Twenty girls chose Home Economics Teaching; Seventeen Nurse Training; eighty nine Teaching; five sewing; five Music; two Commercial work; five Stenographing work; four Musicians; one Doctoring; five business courses; and one each chose pianist, typist, office workers, county agents,

librarians, clerks and architects,. Two had no choice at all. The particular choice was made for the following reasons: I like it; To help other; I like Children; To earn money for economic independence; and I will teach because I wont have to work on Sundays. I might also add that some were influenced by personal interest, parents and relatives, teachers, others in the profession, love of children, radion programs and conditions of the race.

Forty six parents of the boys gave their sons the chance of selecting their own occupations and agreed to it, and the boys selctions were: agriculturell; tailoring 2; artists and musicians 1; doctors 8; business men 2; musician and cattleman 1; pharmacist 1; architect and artist 2; carpenters 1; mail carriers 3; brick masons 2; vocational workers 5; chemists one; teachers 14; dentists 5; and five had no choice at all. The following answered the questions as to why these occupations were chosen: "Because I like it; Because I can make money; Need for Negroes to enter business; To experiment in scientific farming; and the field is not crowded." Most of these choices were influenced by personal interest; mother, father, and relatives; the monetary expectance, teachers and W. R. Thomas, the extension agent.

I have concluded from these facts brought to light by this study that, parents should never definitely select an occupation or vocation for a child if success is to be expected, but the parents will be never be criticised for suggesting as well as advising their children along such lines.

The parents of these freshmen are not merely existing but are taking part in this dynamic society as tax payers. There 165^{girls} parents and 57 parents of the boys owning their own homes. Quite a number of these houses are modernly equipped and have enough room for privacy with respect to the various members of the family. This is especially true of

those urban residents. Some of the houses contain as many as 12, 14 and 20 rooms. Radios and automobiles of different style comprise a part of their standard of living. Lots, blocks of houses, additional property, and houses are also parts of their possession. I would suggest, however, that the initiative of private ownership of property be stimulated, especially in these makers of the future.

CONCLUSIONS AND SUGGESTIONS

The findings of this study of 277 Freshman, warrant the following conclusions. It is probably true that effort, purpose and determination continue to have a larger effect on college work than on that of the High School. Improving the working systems in both High School and College, and the use of other factors, such as intelligence tests, together with more records of the pupil's activities in the High School will greatly increase efficiency in predicting college success. A high degree of accuracy in predicting college success from that of High School marks may not be expected until greater efficiency, in methods of instruction and in educational and vocational guidance in both college and High School are secured. This low correlation often found existing between High School subject matter and success in college emphasizes the importance of other factors involved, which may be briefly summed up in terms of teacher ability, and pupil ability and activity.

This study does not find sufficient facts to justify colleges in prescribing certain subjects for college admission, however, the facts found do warrant colleges in demanding a high school curriculum well done, under the supervision of efficient teachers and in modernly equipped buildings. These facts can be realized

only when equal financial appropriation or endowment be distributed regardless of race, color, etc.,.

Until these facts are carefully diagnosed and treated there is very little hope for the Negro race with respect to educational and Social Service Avenues. These facts are best brought out in the words of Lewis who said, "Teaching, if it is to be skilled and no other kind should be acceptable, demands a trained, experienced, and competent teaching personnel. The product of the public school will in many cases continue to be disappointing until our children are instructed by teachers properly qualified for this important service. Making good citizens is a skilled service and cannot be performed by unskilled workers."

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